DOCUMENT RESUME

ED 420 566 SO 028 413

TITLE	Artists-In-Schools Planning Manual.
INSTITUTION	South Dakota Arts Council, Sioux Falls.
PUB DATE	1996-07-00
NOTE	26p.
AVAILABLE FROM	South Dakota Arts Council, 800 Governors Drive, Pierre, SD 57501, telephone: 605-773-3131.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Art; *Art Activities; Art Education; *Artists; *Cultural Activities; Cultural Education; Elementary Secondary Education; Enrichment Activities; Residential Programs
IDENTIFIERS	*South Dakota

ABSTRACT

This planning guide provides artists, project directors, and representatives from schools and communities with practical suggestions for a successful residency. The manual describes the sponsor's responsibilities and role in conducting a successful Artists-In-Schools residency. Included are ideas for supplementing a residency program with teacher inservices and activities involving the local community. Sections of the manual include: (1) "Introduction"; (2) "Information for Sponsors"; (3) "Project Director Checklist"; (4) "Guidelines for a Residency"; (5) "Components of a Successful Residency"; (6) "Artist's Travel, Lodging and Meals"; (7) "Publicity"; (8) "Artists-in-Schools Orientation Workshop"; (9) "Other Arts Education Programs from SDAC"; (10) "Information for Artists"; and (11) "The Arts and '504'." (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 566

SO

SOUTH DAKOTA ARTS COUNCIL

Artists-In-Schools Planning Manual

SO 028 413

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

COLIN D. OLSEN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Table of Contents

SOUTH DAKOTA ARTS COUNCIL

Artists-In-Schools Planning Manual

Introduction 3

Information for Sponsors 5

Project Director Checklist
- Four Weeks Prior to the Residency 6
- During the Residency 6
- After the Residency 6

Guidelines for a Residency
- Residency Requirements 7
- Sample Schedule Terms 8
- Sample One Week Residency Schedule .. 9

Components of a Successful Residency
- Teacher In-Service Workshops 11
- Community Involvement 11

Artist's Travel, Lodging and Meals 12

Publicity 13

Artists-In-Schools Orientation Workshop 15

Other Arts Education Programs from SDAC 16

Information for Artists 17
- Artists-In-Schools Contract 18
- Form W-9 - Request for Taxpayer Identification 18
- Form 1099 - Miscellaneous Income 18
- Travel and Lodging 18
- Four Weeks Prior to the Residency 20
- During the Residency 21

The Arts and "504" 22

120 copies of this document were printed by the South Dakota Arts Council Office of Arts at a cost of $3.41 per document.

Artists-In-Schools provides artistic opportunities for all students.

Introduction

Established in 1966 and funded by the South Dakota Legislature and the National Endowment for the Arts, the South Dakota Arts Council fosters the arts in the State by providing funds, services and information to artists and arts organizations working in any and all media. In addition, the Council encourages active cultural participation of ethnic and minority groups, particularly Native Americans, living in the state. The South Dakota Arts Council is the Advisory Board to the Office of Arts, Department of Education and Cultural Affairs. Members are appointed by the Governor.

The Council's **Arts Education Program** was established to assure that all South Dakota students receive a full and balanced arts education as an integral part of a lifelong learning process.

The **Artists-In-Schools (AIS) Program** provides professional artists to South Dakota schools and communities as resources to supplement arts education. Participants in AIS residencies work directly with a professional artist. Artists stimulate students' individual creativity, assist teachers in developing arts curricula and encourage school/community commitment to the arts as basic to education.

This planning guide provides artists, project directors and representatives from schools and communities with practical suggestions for a successful residency. These suggestions are based on the state arts council's twenty years of experience with residencies in large and small school districts in South Dakota.

The manual describes the sponsor's responsibilities and role in conducting a successful AIS residency. Included are ideas for supplementing a residency program with teacher in-services and activities involving the local community. Please read this manual in preparation for your Artists-In-Schools residency.

If you need assistance with any aspect of your Artists-In-Schools program, please do not hesitate to contact:

Office of Arts
South Dakota Arts Council
800 Governors Drive
Pierre, SD 57501-2294
605-773-3131 In-state 1-800-423-6665
InterNet: sdac @ tmn.com

Mural project created by Rapid City Middle School students under AIS visual artist Thomas Alan Hancock.

Information for Sponsors

The local project director for an AIS residency is responsible for coordinating activities involving the artist with the school and community. To ensure a successful residency, the project director should:

1. Participate in the AIS Orientation Workshop.

2. Develop a residency plan that is consistent with the guidelines of the South Dakota Arts Council's AIS program and the AIS contractual agreement.

3. Provide a suitable work space for the artist, whether that be performance space, studio space, or a place to plan activities or edit student writings.

4. Furnish student supplies as requested by the artist.

5. Promote the residency within the school and community. A press release, black and white photo and a 30-second public service announcement for each artist scheduled are included with this manual.

6. Assist the artist in finding accommodations in the community during the residency, such as host families, motels, dormitories or any other convenient accommodation. Cost of housing and meals is the responsibility of the artist.

7. Inform the artist about school procedures. For example: how to borrow equipment or get into the school after hours. Introduce the artist to the faculty and administrators.

8. Arrange payment schedule for the artist.

9. Complete and return the AIS Evaluation Form (included with this manual) within 30 days of the residency.

The success of your residency and future residencies will depend on the work done by the project director before, during and after the residency program.

Dallas Chief Eagle, Artist-In-Schools.

Project Director Checklist

FOUR WEEKS PRIOR TO THE RESIDENCY

- ☐ Well in advance of the residency, contact the artist and discuss the residency plan, providing information on teaching schedule, housing, meals, work space, the school, community and students and staff with whom the artist will be working.
- ☐ Make sure materials necessary for the residency are in stock or ordered.
- ☐ Provide press release information to local media, as well as administration, staff, students, parents and community. Invite them to participate during the artist's visit.
- ☐ Distribute finalized class and in-service schedule to the artist and teachers participating. Make sure teachers have copies of the Arts Make A Difference Form.

Cultural diversity makes the arts a voice and means for expression and understanding.

DURING THE RESIDENCY

- ☐ Classroom teachers must remain with their classes when the artist is working with their students.
- ☐ Communicate successes and concerns to the artist throughout the residency. If a residency is semester-long (16 weeks), schedule a mid-term evaluation with the artist and teachers involved to assess the progress of the residency and correct any problems. Please contact the South Dakota Arts Council office if necessary.
- ☐ Be flexible and realize that some changes in the pre-arranged schedule may occur due to weather, school activities or illness.

AFTER THE RESIDENCY

- ☐ Ensure that the artist has received payment for the residency. Payment will include the Sponsor match, SDAC's matching grant plus travel expenses.
- ☐ Send the Arts Make A Difference Form enclosed with this manul home to parents for any students particularly influenced by the residency.
- ☐ Complete and return the Artists-In-Schools Evaluation Form enclosed with this manual within 30 days of completion of the residency.
- ☐ Begin planning for next year's residencies. Sponsor application deadline for AIS residencies is April 1.

RESIDENCY REQUIREMENTS

1. In accordance with National Endowment for the Arts Guidelines, the sponsor must agree to schedule artists no more than four sessions (40-60 minutes each session) per day. Sessions should be scheduled with a core group of participants over an extended period of time involving the same level of students and should be no larger than a normal class size.

Core Group: A core group consists of a single class room or selected students from a grade level meeting separately on a regular basis with the artist during a residency.

A month long residency can accommodate up to four core groups daily in week long segments providing opportunity for a total of sixteen core groups during a month-long residency (four core groups daily multiplied by four weeks equals sixteen core groups). A month long residency also allows for core groups to have multi-week sessions with the resident artist.

If the sponsor school wishes for all students or large groups of students to meet with the artist, an assembly or demonstration can be scheduled in place of one core group session or a longer term residency should be requested.

Assemblies, lectures, demonstrations, teacher in-service, or community presentations can be a part of the residency planning schedule so long as they are well balanced with core group sessions.

Consult with the artist as you work out the residency schedule. This will ensure your goals for the residency will be met.

2. During long term residencies (one month or longer), the artist will observe the same holidays or days off as the school faculty. If a residency is scheduled during Parent-Teacher Conferences, the artist may demonstrate their discipline on-site for parents as part of the Parent-Teacher Conference. In such cases, artist time involved should equal no more than four classroom sessions per day at 40-60 minutes per session.

3. The regular classroom teacher must be actively present in the classroom with the artist at all times. Classroom discipline is the responsibility of the regular teacher, not the artist. If the teacher is not present in the classroom, the artist should not conduct the session due to liability concerns. If core groups are comprised of students from several classrooms, arrangements need to be made to have someone representing the school with the artist.

4. Each arts discipline requires different materials, work space or equipment. Be sure your school can meet these needs by discussing them with the artist prior to the residency. Local sponsors are responsible for student art supplies to be utilized during the residency. Sponsor and artist should agree on necessary supplies and costs in the initial planning stages for the residency.

Continued on page 8...

RESIDENCY REQUIREMENTS

Continued from page 7...

5. Arrange in advance to have the artist paid on the last day of the residency. During long term residencies (one month or longer), a more frequent payment schedule can be arranged if practical.

6. Evaluations are due within 30 days from the ending date of the project period. Information required on the evaluation form includes description and comments on the project, rating (with explanation) of the project, number of events scheduled, number of individuals benefiting and financial report.

Budget information on the reverse side of the evaluation form should include in-kind or donated expenses, such as student supplies, copying expenses, meals, or other accommodations the sponsor may provide.

Future Artists-In-Schools grants are dependent upon receipt of completed evaluation reports.

7. Contact the South Dakota Arts Council Arts Education Coordinator any time you need help or advice regarding details of your residency.

SAMPLE SCHEDULE TERMS

Artist School Assembly: Artist can demonstrate medium planned for residency, present artwork with narrative or perform introducing arts discipline.

Core Group: Any group of students (normal class size) at the same grade level meeting regularly with the artist during the residency.

Artist Individual Work Time: Artist is free to do individual work within the discipline presented during the residency in space provided by the sponsor.

Staff In-Service: Artist can demonstrate art form to and become acquainted with staff and administration. Artist can provide a workshop for teachers.

Evening Community Performance or Exhibit: Artist can present art form or performance to parents and community members enhancing the arts for the community.

Assembly Performance or Exhibit: Students can perform, demonstrate or have an exhibit of works accomplished during the residency for the school and parents, under the direction of the artist.

Sample one-week residency schedule showing core group participation and other sessions. A week-long schedule could be replicated to equal a one-month residency involving several grade levels as core groups or core groups could have multi-week sessions with the resident artist.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	Artist School Assembly	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time
Period 2	Core Group 1 (3rd grade)	Core Group 1 (3rd grade)	Core Group 1 (3rd grade)	Core Group 1 (3rd grade)	Core Group 1 (3rd grade)
Period 3	Core Group 2 (6th grade)	Core Group 2 (6th grade)	Core Group 2 (6th grade)	Core Group 2 (6th grade)	Core Group 2 (6th grade)
Period 4	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time
Period 5	Artist Individual Work Time	Core Group 3 (11th grade)	Core Group 3 (11th grade)	Core Group 3 (11th grade)	Core Group 3 (11th grade)
Period 6	Staff In-service or Workshop	Core Group 4 (2nd grade)	Core Group 4 (2nd grade)	Artist Individual Work Time	Artist Individual Work Time
Period 7	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time	Artist Individual Work Time	Assembly Performance or Exhibit
				Evening Community Performance or Exhibit	

Students of Carol Brookens "Arts Magnet" Classroom, Todd County School District during an AIS dance residency by Marilyn Richardson.

Components of a Successful Residency

TEACHER IN-SERVICE WORKSHOPS

Residency sponsors should host a teacher in-service workshop as part of the residency plan. An in-service could be something as informal as a coffee meeting before or after school to acquaint staff with the artist or a demonstration of the artist's discipline can be planned. Consult with the artist for in-service ideas.

An in-service teacher workshop can:

1. Help teachers become familiar with various ways of presenting the particular art form as part of a sequential arts education curriculum.

2. Demonstrate to teachers how the art form can be integrated into other curriculum areas.

3. Allow the artist to describe ways in which teachers can reinforce the skills and learning that took place during the residency.

4. Give teachers an opportunity to meet the artist and become familiar with concepts the artist will be presenting to the students.

COMMUNITY INVOLVEMENT

Community events can be an important part of an AIS residency. They provide an important learning experience in which students, teachers, families and the community can work together to enhance the values of partnerships in arts education. They present an opportunity to show school board members, community leaders and parents the value of the arts to the community and school.

Community classes can involve parents working as partners with their children in fun and educational artistic experiences. Classes conducted in the evening can be in lieu of one of the classes normally held for students during the school day. See number 1 on page 7.

Examples of successful community events:

VISUAL ARTS

Exhibitions of the students' visual art works at the conclusion of a residency. Ask the resident artist to include examples of his/her work in the exhibit. Invite a community group or local arts council to assist in making this event into a gallery "opening" with the artist giving a "gallery talk."

PERFORMING ARTS

Performances by the artist and/or students. In a short-term residency this might take the form of an informal demonstration. A long-term residency could accommodate a full scale production. The purpose of the residency is to provide education about the art form by giving participants firsthand experience.

LITERATURE

Public poetry or prose readings by a literature artist and student readings demonstrate the importance of creative writing and literacy as part of a complete arts education.

Artist's Travel, Lodging and Meals

Proud completion of a a project with visual artist Clyde Huyck and Bon Homme students at Tyndall.

Artists are responsible for their lodging and meals during a residency. However, any assistance from sponsors toward lodging and meals is greatly appreciated by most artists. Sponsors may arrange for host families to provide lodging. Some meals can be provided through the school lunch program. Sponsors should discuss these arrangements with the artist in advance.

If the sponsor provides lodging and/or meals during a residency, this is considered to be an In-kind contribution and should be included in the In-kind section of the Evaluation Form budget.

The South Dakota Arts Council reimburses the artist's travel at state rates. In-state artists receive mileage for one round trip for a week residency, two round trips for a month residency, and five round trips for a semester residency.

Out-of-state artists will be reimbursed round-trip travel expenses from the artist's home address to the residency site at state rates of $.24 per mile, or round-trip airfare, whichever amount is less, but not to exceed a total reimbursement of $400.

Out-of-state artists are responsible for their own ground transportation if they travel by air into the state.

Publicity

Making people aware of your participation in the Artists-In-Schools program is good public relations for your school, community, the artist and South Dakota Arts Council. The arts are an important part of education. Contact with newspapers, television and radio stations in your area is the best way to ensure coverage and inform students. It is vital that the faculty and staff, as well as parent organizations, be informed about the residency, so that teacher in-services and community activities can be arranged.

To assist in developing public relations for your residency, the following is suggested:

1. A basic press release, 30-second public service announcement and publicity photo of the artist are provided. Please add the appropriate local information and distribute to the media two to three weeks prior to the residency.

2. Set up an interview between the artist and your local newspaper for a feature story and photo opportunity. Radio and television stations should be contacted for publicity, including interviews or on-site reporting.

3. Your school newspaper, faculty notices, civic clubs and church bulletins, Chamber of Commerce, parent-teacher organization or local arts council newsletters can be valuable ways of publicizing your residency.

4. The following credit line must appear on all printed publicity: "The Artists-In-Schools program is co-sponsored by the South Dakota Arts Council, State Legislature, Division of Education and the National Endowment for the Arts."

Classroom teachers and artists are also encouraged to announce the South Dakota Arts Council credit during the residency, at in-service meetings or other public presentations.

Creativity can be evident beyond the paper. AIS International Exchange, Glen Elm School, Winnipeg, Manitoba, Cheryl Peterson Halsey, South Dakota visual artist.

Detail work from one student is part of the team effort for the completion of a mural.

AIS Orientation Workshop

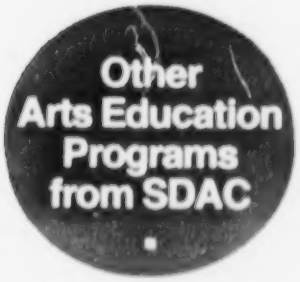
To prepare successful Artists-In-Schools residencies, an Artists-In-Schools Orientation Workshop for project directors and artists is held each fall.

As project director, you will:

- ☐ Participate in a panel forum with educators and artists to discuss and share ideas for an effective residency.
- ☐ Have an opportunity to meet with your resident artist to plan the residency schedule and discuss information contained in this manual.

Your participation in the orientation workshop is important for a successful residency experience for your students and school. Detailed information and an agenda for the workshop will be sent to you.

Art is the personal expression of ideas and visualization of images. AIS Canadian Exchange, Glen Elm School, Winnipeg, Manitoba.



Touring Arts help make the arts available in all regions of the state by providing matching funds to individuals and organizations for touring in any arts discipline. Touring Arts brochures are available upon request from the South Dakota Arts Council.

Arts as Basic Curriculum Grant can assist school districts in developing K-12 sequential arts education curriculum.

Touring Arts Teams is a week-long summer residency program available to communities with populations of 5,000 or less. A solo performing artist from Touring Arts and an artist from Artists-In-Schools provide artistic experiences for adults and children.

Solo Artists In Libraries (SAIL) is a cooperative week-long residency program between South Dakota Arts Council and State Library in rural community libraries. An artist from the Artists-In-Schools program provides artistic experiences for students from age 6 to 16.

Special Education Arts for Life (SEAL), a component of the Artists-In-Schools program, is a week-long to a semester-long residency program for students with special needs.

Youth at Risk Residency Program offers professional, endorsed South Dakota artists for residencies in alternative school environments. Artists are trained to work with at-risk young people.

Master-Apprentice Program (MAP) offers a residency for teachers rather than students. Artists will train teachers in specific art disciplines so that teachers can use with confidence in their own classrooms the skills they have learned.

Contact the

Office of Arts
South Dakota Arts Council
800 Governors Drive
Pierre, SD 57501-2294
605-773-3131 In-state 1-800-423-6665
InterNet: sdac @ tmn.com

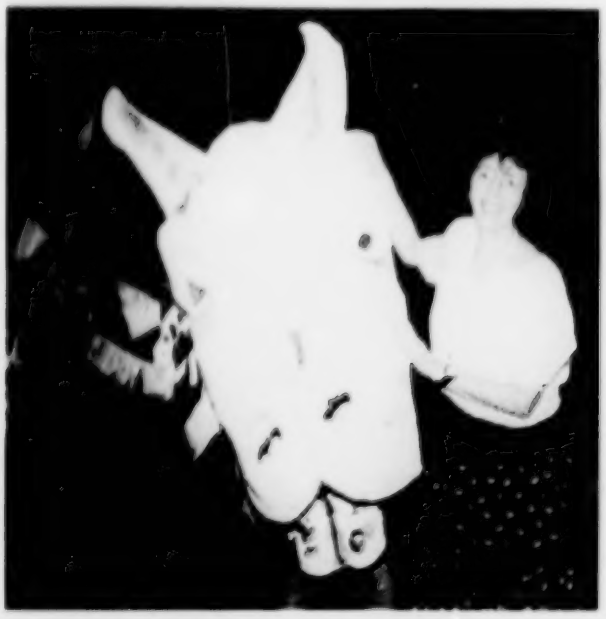
Information for Artists

Each year, South Dakota Arts Council accepts applications from professional artists for AIS endorsement. The application must be postmarked by September 15 for residencies after July 1 of the following year.

Applications are reviewed by an arts discipline panel for quality of art work submitted and by the Arts In Education panel for residency content. Prior to endorsement, representatives of the Arts In Education panel conduct an interview with artists new to the roster. Panel recommendations for AIS endorsement are considered during the fall South Dakota Arts Council meeting. Artists are endorsed for a two-year period. Second year participation is contingent upon first year successful evaluations.

Artists-In-Schools brochures are mailed to all South Dakota school systems and other potential sponsors in January. Sponsor applications must be postmarked by April 1. Residencies are announced in May.

Artists-In-Schools Workshops are scheduled in conjunction with the AIS Orientation Workshop in the fall. All endorsed South Dakota AIS artists should participate in the workshop, whether residencies are booked or not. Travel, meals and lodging expenses are reimbursed by South Dakota Arts Council. If out-of-state artists are conducting a South Dakota residency during the workshop, they are encouraged to attend and will be reimbursed.



Performance, movement, and theater combine for this summer AIS residency.

ARTISTS-IN-SCHOOLS CONTRACT

South Dakota Arts Council will send you a contract for each scheduled residency. Sign and return the contract(s) to SDAC within five business days of receipt. After the sponsor has signed the contract, a copy will be returned to you. (For your convenience, keep a record of the names, addresses and telephone numbers of project directors who have scheduled a residency.)

Sponsors will receive a matching grant from South Dakota Arts Council for one-half the artist's fee plus full travel. On the last day of the residency, the sponsor is responsible for paying the total amount of the residency cost to the artist which includes the Arts Council's matching grant plus full travel expenses and the sponsor match for the residency.

During long term residencies (at least one month) you may want to arrange for more than one payment during the contract by the sponsor.

School art supplies are the responsibility of the local sponsor. Artists must contact the local sponsor prior to the residency to negotiate the cost of supplies.

FORM W-9 - REQUEST FOR TAXPAYER IDENTIFICATION NUMBER

This form must be on file in the State Auditor's Office before an artist can be paid. The Arts Council office will send you a Form W-9 for signature.

FORM 1099 - MISCELLANEOUS INCOME

Any endorsed AIS artist earning more than $600 in residency fees in-state must declare those earnings to the Internal Revenue Service. The school district will submit one copy of Form 1099 to the Internal Revenue Service and one copy to the artist. It is the artist's responsibility to declare these earnings. Form 1099 shows only residency fees earned and does not reflect travel reimbursement.

TRAVEL AND LODGING

Artists are responsible for their own meals and lodging during residencies. Sponsors are under no obligation to furnish meals and lodging, although sponsors may be willing to assist artists with host families or school lunches. Food and lodging assistance should be listed as "in-kind" contributions on the evaluation form. This should be discussed as early as possible with the project director.

The South Dakota Arts Council will reimburse the artist's travel at state rates. In-state artists receive mileage for one round trip for a week residency, two round trips for a month residency, and five round trips for a semester residency.

Out-of-state artists will be reimbursed round-trip travel expenses from the artist's home address to the residency site at state rates of $.24 per mile, or round-trip airfare, whichever amount is less, but not to exceed a total reimbursement of $400.

Out-of-state artists are responsible for their own ground transportation if they travel by air into the state.

Dance and movement are means for expression during a summer residency at Ellsworth Air Force Base.

FOUR WEEKS PRIOR TO THE RESIDENCY

The local project director is to contact the resident artist four weeks before the residency begins. If this contact has not been made, the artist must contact the project director listed on the AIS contract to discuss the residency. You will need to discuss the following:

- Residency outline
- Scheduling
- Grade levels and numbers of students
- School policies that might affect the residency activities
- Supplies that might need to be ordered
- Equipment needs and work space
- In-service and community demonstration opportunities
- Publicity
- Meals and lodging

See Project Director Checklist and Guidelines for a Residency (Pages 6-9).

A variety of arts experiences are available to students while working with professional artists in the AIS program.

DURING THE RESIDENCY

Contact the South Dakota Arts Council Arts Education Coordinator any time you need help or advice regarding details of your residency.

Discuss successes and concerns with the sponsor/project director on a regular basis throughout your residency. Be diplomatic; try to resolve disagreements if they occur.

Be flexible and innovative toward schedule changes, availability of materials, equipment and space.

Introduce yourself to the school's head of maintenance and the secretary. They can provide many answers and assistance during your residency.

Provide time for students and the community to observe your work. This is an opportunity for them to learn how an artist works and it can be a way to involve the community during your residency. From you they can gain an understanding and appreciation for the arts as an integral part of life and education.

Be sure to meet the principal in your building(s) and thank them for sponsoring Artists-In-Schools.

The Arts and "504"

As a recipient of federal funds, your arts programs must be fully accessible. This availability applies to everyone connected with the program: staff, artists and volunteers, as well as audiences, participants or visitors.

Fair Labor Standards Act compliance states that all professional performers and related or supporting professional personnel employed on projects or productions which are financed in whole or in part under the grant will be paid, without subsequent deduction or rebate on any account, not less than the minimum compensation as determined by the Secretary of Labor to be the prevailing minimum compensation for persons employed in similar activities.

No part of any project or production which is financed in whole or in part under the grant will be performed or engaged in under working conditions which are unsanitary or hazardous or dangerous to the health and safety of the employees engaged in such project or production.

Title VI of the Civil Rights Act, as amended, provides that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified disabled individual in the United States, as defined in section 7 (6)*, shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance. Under this regulation, a federally-funded arts program when viewed in its entirety must be accessible to all persons. The National Endowment for the Arts issued its regulations to enforce the law in 1979. Failure to comply with Section 504 can result in the loss of federal funds.

*For the purposes of Section 504, the term "disabled individual" means any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such impairment, or (c) is regarded as having such an impairment.

The Americans with Disabilities Act (ADA) of 1990 requires all public accommodations, including arts organizations, to be accessible when taken as a whole. The ADA requires both the removal of barriers and the provision of "auxiliary aids and services" required to make programs accessible, and defines failure to do so as discrimination.

Age Discrimination Act of 1975 provides that no person in the United States shall, on the basis of age, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Title IX of the Education Amendments of 1972 provides that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Drug-Free Workplace Act of 1988 requires grantees of more than ten employees to identify a coordinator to implement the provisions of this act.

Students of Todd County School District's "Arts Magnet" Classroom say "thanks" to the South Dakota Arts Council.

SOUTH DAKOTA ARTS COUNCIL

800 Governors Drive
Pierre, South Dakota 57501-2294